

The  
Centenary of Michael Anagnos

Second Director of

PERKINS INSTITUTION AND MASSACHUSETTS  
SCHOOL FOR THE BLIND

and the  
Semi-Centennial of the Kindergarten  
For the Blind

Which he Founded

A RECORD OF THE PROCEEDINGS

May 20, 1937

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AMERICAN FOUNDATION  
FOR THE BLIND INC.

The Fiftieth Anniversary

of the opening of the

KINDERGARTEN

and the

One Hundredth Anniversary

of the

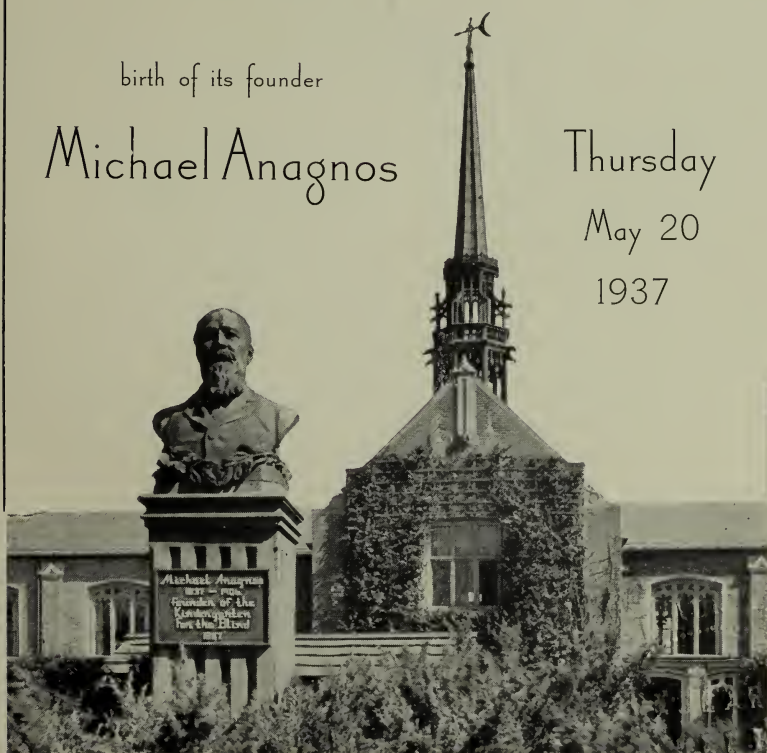
birth of its founder

Michael Anagnos

Thursday

May 20

1937



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## THE ANNIVERSARIES

On May 2, 1887 the Kindergarten opened its new building in Jamaica Plain with ten pupils. It was the first school for little blind children in the world. Since then 1200 boys and girls have been helped through its beneficent care and kindly tuition.

Michael Anagnos was born in Greece, November 7, 1837. After assisting Dr. Howe in administering relief to the Cretans he came with him to America, and in 1876 became the second director of Perkins Institution.

The Kindergarten was the fulfillment of the desire of Michael Anagnos to help little children and it is appropriate that exercises marking the semi-centennial of its founding should be merged with the observance of the centennial of its founder's birth.

Twenty-four years ago the Kindergarten moved to the present buildings in Watertown which are contiguous to those of the older and more advanced Institution. This



enables close co-operation between the two schools and assures an uninterrupted program of education from kindergarten through high school.

With the progress of time the Kindergarten has grown in size and in scope. Now the commodious buildings with spacious playgrounds provide for one hundred and twenty children. Planned originally to receive children of kindergarten age and to care for them until they were able to enter the Institution at nine it now offers schooling through the sixth grade when transfer is made to the Upper School.

Through all the years the Lower School has moved ahead with advancement in educational methods. Founded upon the principles of Froebel, it early introduced the methods of Montessori and was among the first to employ a teacher of sloyd. Now its instruction is co-ordinated in units or projects following the principles of progressive education.

Guests are invited to visit the classrooms and see the projects on which the children are at work.



# PROGRAM

LUNCHEON, 1:00 P.M.  
Lower School Hall

For the Trustees, the Ladies' Visiting  
Committee and Invited Guests.



ANNIVERSARY EXERCISES, 3:00 P.M.  
Anagnos Court, Lower School

<b>THE PERKINS CHORUS</b>	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	<b>Upper School</b>
The Immortal	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Chadwick
Daybreak	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Faning
<b>SPRING GARDEN SCENE</b>	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	<b>Kindergarten and Grade One</b>
The Seeds Grow Up																		
Watering the Flowers																		
The Garden																		
Butterfly Fairy																		
<b>GREEK FOLK DANCE</b>	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	<b>Primary Girls</b>
Tsamiko																		
<b>THE PERKINS CHORUS</b>	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	<b>Upper School</b>
The Miller's Wooing	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	Faning
<b>TOY ORCHESTRA</b>	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	<b>Kindergarten Children</b>
The Connecticut March																		
Vienna March																		
The Parade of the Wooden Soldiers																		



**SINGING GAMES . . . . . Grade One**

- Ducks
- Sally Go Round
- Blue Bird
- The Muffin Man

**THE PERKINS CHORUS . . . . . Upper School**

- Let Us Now Praise Famous Men . . . . . Williams

**A TALK . . . . . Kyriake Nicolaidou**

- "Perkins Gift to Greece Through Me"

**DRAMATIC SKETCH . . . . . Children of the Lower School**

- "The Shepherd of Papingo"
- (A play depicting the life of Michael Anagnos)

**HAND BELLS . . . . . Upper School Girls**

- How Sweetly Flowed the Gospel Sound

**TRUMPETS . . . . . Upper School Boys**

- Aloha-Oe

**CHORAL SPEAKING . . . . . Primary Children**

- The Day and The Work . . . . . Markham



## LUNCHEON SESSION

### Lower School Hall

MR. HALLOWELL: Ladies, Invited Guests, Teachers and Friends of Perkins: It is a great pleasure to greet you today when we gather to celebrate the hundredth birthday of a truly great man and also to commemorate the fiftieth anniversary of the kindergarten which he founded.

No gathering at Perkins would be complete without the presence of members of the Howe family, and we are very glad to have with us today Dr. Richards and Mr. Hall, grandsons of Dr. Howe. We are very sorry that Mrs. Laura E. Richards and Mrs. Maude Howe Elliott could not be with us today. Each have sent their regrets as well as their well wishes.

It is always a pleasure to greet those who are interested in the education of the blind from distant parts, and we are glad to have Mr. Joice of the Pittsburgh School for the Blind. We are sorry that his Excellency, the Governor, could not be with us today, but we are very happy in the presence of his wife.

You all know the story of Michael Anagnostopoulos, although when he came to these shores he found that the pronunciation of his last name was so difficult for the tongues of his Anglo-Saxon friends that in order to accommodate them he chopped off the last two or three syllables and is known to us as Michael Anagnos. I doubt if my Anglo-Saxon tongue has correctly pronounced his last name as it would have been spoken by fellow Greeks.

We also know that Dr. Howe, on his first visit to Greece after the revolution in which he took such a prominent part, was looking for a secretary to carry on his work in that torn and unhappy country and then Michael Anagnos met him by chance. I say "by chance" guardedly, because it seems as though something more than mere chance must have controlled that meeting which had such a profound effect on the lives of the two men and also an effect more profound on the

lives of hundreds of little blind children in the far away New England.

The epic of the life of Michael Anagnos is perhaps best summarized in the words of our own Bishop Lawrence. I say "our own" because Bishop Lawrence has been for many years a member of the Perkins Corporation. At the memorial exercises which were held in Tremont Temple in 1906 at the time of the death of Anagnos, Bishop Lawrence said in part, "Who would have thought that the young Greek, born in the valleys of Thessaly, would become the man to plead successfully with Yankee legislators in Massachusetts and the sympathetic friend of little blind children in far away New England."

It is indeed a far cry for a young man born in Thessaly—and we again use the words of Bishop Lawrence—to be able to plead successfully with Yankee legislators, but he did far more than that. He was able to plead successfully with the well-to-do people of Boston who knew as well as any others the value of the dollar.

The story goes that one evening Anagnos was restlessly pacing up and down in his library and he suddenly exclaimed, "I'll do it!" His wife, looking up from her sewing, said, "Michael, what is it that you will do?" He said, "I'll build a kindergarten for little blind children and I will raise the money with which to endow it." He started off the next day to do those very things. The money came in slowly. The first building was completed in Jamaica Plain in 1887 and there the school opened with a class of ten.

Many anecdotes are told about the trials and tribulations that he encountered in gathering together the kindergarten fund. One of them I should like to tell you. There was a certain John Edward Brown, a merchant of Providence, who did much business with the merchants and bankers of Boston. One winter he took temporary lodgings in a boarding house which happened to be adjacent to Perkins kindergarten and there he was stormbound for two or three days by a raging blizzard. Mr. Brown is described to us as what we might today call an unemotional, tight-fisted business

man. He was very irate, for three days he couldn't even get a newspaper nor could he keep his business appointments. The storm abated, and for nothing better to do he looked out of the window and saw some boys shoveling a path through the snow. He asked who they were. He was told they were the blind boys of the Perkins kindergarten. He was utterly amazed. He did not know that blind boys could do anything, and yet there they were shoveling a path in front of his house.

He then and there determined that he would do something for those boys. Twenty years later, when his will was read, it was found to include a bequest of \$100,000 for the Perkins kindergarten.

Michael Anagnos was of course not directly responsible for that gift. Yet his determination that blind boys should be taught not only to do for themselves but also to do for others bore an ample dividend in that respect at least.

There are many little ceremonies that are performed in this school, many anniversaries that are observed, but perhaps the most touching is the little celebration on Founder's Day, Michael Anagnos' birthday. The little tots of the kindergarten come in in pretty dresses, bearing wreaths of bright flowers, and reverently place them before the bust of Michael Anagnos, singing the Founder's Day song:

"Anagnos, dear founder, Anagnos our friend,  
We come with happy singing  
On Founder's Day,  
Our pretty flowers bringing  
On Founder's Day.

For 'tis the day we try to show  
That, though he lived so long ago,  
His loving work for us we know,  
Anagnos dear founder, Anagnos our friend.

"He planned and worked that there might be  
A place where children such as we  
Might learn and work in gladness free.  
Anagnos dear founder, Anagnos our friend.

"We cannot thank him, but each year  
We children lay our flowers here  
In memory of this founder dear,  
Anagnos dear founder, Anagnos our friend.

"We come with happy singing  
On Founder's Day,  
Our pretty flowers bringing  
On Founder's Day."

Then the children go out after this song and leave you full of emotion, thinking of the man who made this kindergarten possible and the effect it has had on the lives of hundreds of children who have had their education here.

Whenever we speak here in Boston of kindergartens we cannot help thinking of the Wheelock School. We are very sorry that Miss Wheelock could not be here today, but in her place I am happy to introduce Miss Frances Tredick, who is the director of kindergarten training and practice teaching at the Wheelock School.

MISS TREDICK: Miss Wheelock was very sorry that she could not come today and she sends her greeting and feels that in her thoughts at least she is with you all here.

I am very glad to be her representative because I remember very distinctly going to the kindergarten at Jamaica Plain as a little girl and having the fun of playing in that pleasant yard with some of the children. I especially remember Elizabeth Robin, whom many called Willie Robin. I remember playing with her in the yard and the wonder of hearing her say, as we were running through the grass, "Pansy!" on finding a different flower. I remember too the joy of our being allowed to say one or two words on her hands and having her really understand them. I think that helped me to understand the wonder of awakening a new world to a child who seemed so shut away from the things which were so familiar to us as little children. I have always been tremendously interested since that time in the work of Perkins Institution.



This present year is the one hundredth anniversary of the very first kindergarten, which was started by Friedrich Froebel in a little town in Germany. Today we are celebrating the fiftieth anniversary of this kindergarten for the blind by Dr. Michael Anagnos. Both of these events have had far-reaching results. Both have become historic and have been instrumental in giving new direction to educational progress.

In the first child garden was planted a seed which has grown and given fruit throughout the nation. In order to secure normal growth and development Dr. Anagnos planned a system of education which has been accepted as a necessary part of our schools today. Through the kindergarten activities the children develop physically, mentally and spiritually, becoming aware of themselves and the world about them and learning to be co-operating members of their units.

Dr. Anagnos saw in this education great possibilities in meeting the needs of little blind children. He saw that through the hands children could discover the world about them and be led to art and creative forms of expression. He realized that with the happy guidance, happy surroundings, with playmates, the children would with this early training start their education and be better equipped for successful living. These beautiful buildings, with their superior equipment and devoted teachers serving these happy children today, are proof of the wisdom and judgment of Dr. Anagnos.

So we celebrate three anniversaries, one hundred years of kindergarten, one hundred years since the birth of Dr. Anagnos, and the fiftieth anniversary of this, the first kindergarten for the blind. Friedrich Froebel and Michael Anagnos were men sensible to the needs of little children, men of vision and devoted to the cause of childhood. May the work started by them continue to grow in its power and enrich the lives of all children.

MR. HALLOWELL: We of course will always cherish the memory of the Greek, Michael Anagnos, but his memory is also cherished by his Greek countrymen who live in this



country. We are very fortunate to have the Greek Consul of Boston here today, and it is with pleasure that I introduce Mr. Dascalopoulo.

MR. DASCALOPOULO: Ladies and Gentlemen: The joy that I feel today, to be among so many distinguished American people, is more than great, because it gives me the opportunity to address you and to express, in behalf of my country, my deep gratitude for this meeting in commemoration of a great philanthropist of Greek origin, and also a great American patriot, named Michael Anagnos and in pure Greek Michael Anagnostopoulos.

It is not the first time that Greece, which I have the honor to represent here, has received an expression of the noblest and highest ideals of the American nation.

As it appears from the American and Hellenic history of the last century, the American nation has been always not only the defender of the weak but also the protector of every act of justice, humanitarian principles and high ideas in life. For the American nation, these fundamental principles of a high civilization are the solid base upon which the education of the new American generation must be built.

I believe that this meeting of today is more than a great proof for this American conception of a high civilization.

MR. HALLOWELL: It is also a pleasure to have another gentleman with us of Greek origin. He is no stranger at Perkins, as he has been here many times before and we trust he will often appear again. He is a graduate of Roberts University in Constantinople. He later pursued the study of classics in the Graduate School at Harvard. He was then Greek professor at Brown University, the alma mater of Samuel Gridley Howe, for five years.

It is a pleasure to introduce to you Mr. Theodorides.

MR. THEODORIDES: Ladies and Gentlemen: I wrote Dr. Farrell some days ago, that my only right to be here is my respect and admiration for the Howe family and for their adopted son, Michael Anagnos. I used to see the portrait of young Howe in the Greek costume hanging in the

John Hay library of Brown University every time I went in there to look at things less handsome than that portrait, to look up references and such annoying details.

A great deal has come to my mind ever since I had the good fortune to be in New England, and today I shall tell you only one or two things about Michael Anagnos as a Greek. I should rather say as a Hellenian, to use the Greek word for Greek, because there are such curious things in life you know. You call us by one name and we call ourselves by another. He has been called by Professor Manatt, "a Greek of the Greeks." To me he is more an American, so I feel a little out of place in trying to speak of him as a Greek.

He came here to learn, in the words of Sophocles, "as a stranger to learn from the citizens of the land." When he laid down his earthly charge he seems, again in the words of Sophocles, to have whispered a secret to those among whom he found himself, a secret for the welfare of future generations.

When Aegeus at his last moment was to be translated into another world, he whispered something to that chief Athenian king, Theseus, and we do not yet know—perhaps we shall never know—what that secret message was, but Theseus took it and lived by it and made Athens a prosperous city.

There is a strange coincidence. Theseus freed the Athenians from the Cretan exactions. Samuel Gridley Howe freed the Cretans from similar tyrannical exactions only sixty years back. When I think of some of these coincidences I try to keep my head together, but I am very much tempted to take the pen and start scribbling something or other. I might be almost tempted to call it verse. I have done my best to hold it back.

To come to modern times, in the life of Michael Anagnos there are strange coincidences. You have heard that we are celebrating three anniversaries today. We are celebrating a fourth one, although perhaps not today. Exactly one month ago the University of Athens celebrated its one hundredth

anniversary. Anagnos was born the year the institution was founded, and sad to say, his nephew who wrote the biography deposited in your library here, passed away a month ago. He was a professor in the University of Athens.

These landmarks in our human life may be interpreted one way or another. The life of Anagnos held over a large part of the nineteenth century. For his own people that century was one of mere existence. In fact, it was a dull existence. It was charged, after he had been for thirty years in Boston, that he did not take interest enough in people of his own race. It was not true. The reason was not apparent, but I know the reason. I have looked at some of his reports on the kindergarten and on Perkins in general. Those reports are the reports of a scholar. The man preferred to think, to think deeply, to commune with the spirits of the great. When he did step forth to help his people, especially here in America, he did something for them the significance of which is not yet apparent in 1937. I hope some day I may do my little part to make that significance clearer to people of my own race in this country. That remains to be seen.

His sweet saintly wife told him to be kind to the little blind children. The words have a meaning for you working here. The words have a meaning for us in another way. All these people who flocked from Grecian shores to America thirty and thirty-five years ago were exactly like little blind children, and many of them still are. They were not all favored, as I was, to learn about America several years before coming here and to learn the language. I am thankful for that. They needed a leader. Michael Anagnos would not spend his precious time over little matters. He let them wait, and when the moment came he stepped in and he did for them something which was brand new not only in America but was brand new to the Greek race. He made them all into one unit. He wanted them all united, wherever they were, in the United States or Australia or Vladivostok. He became president of that association and president of the local association in Boston.

He did not do it for chauvinistic reasons. No, he was too great for that. He did it in the firm belief that the man who does not honor the land of his birth, which after all is a God-given matter, cannot be expected to do full honor to the land of his adoption. Anagnos took that high attitude.

Events that followed his death undid his kind work. Why? Even America is still confused about such an issue as a League of Nations. We do not all think the same way. We could not expect this small group of people, the Greeks in America, to think alike on issues in Europe. They have been in a terrible turmoil.

The years have passed. A generation after he departed we are beginning to see his greatness in another line. He lived among you here, but there were bonds with the outer world which improved their power in years to come.

I wrote Dr. Farrell that it is my dream to take some of the written records about him and about Samuel Gridley Howe and about that American queen, Julia Ward Howe, and turn them into the Greek language for some of our intelligent people on the other side of the Atlantic, to rub their eyes and see what can be the bonds between an old nation such as the Hellenic nation and a new one such as the American nation. Those bonds can be of the highest type. The thoughts and emotions can be of the noblest sort.

After all, Michael Anagnos followed in the path of the Master. We all feel like children from time to time and he knew what the Master meant when he said, "Suffer little children to come unto me."

MR. HALLOWELL: We have some of the teachers present who worked with Dr. Anagnos. One or two of them are still on our staff, and some have graduated. I should like to have those who are here just rise and let me introduce them to you as being familiar with Dr. Anagnos and his work.

The following persons responded to this invitation: Miss Ada S. Bartlett, Miss Helen S. Conley, Miss Anna G. Fish, Mrs. Cora L. Gleason, John F. Hartwell, Miss Wilhelmina Humbert, Miss Mary B. Knowlton, Miss Jessica L. Langworthy, Miss Sarah M.



Lilley, Julian H. Mabey, Miss Frances S. Marrett, Miss Mary C. Moore, Miss Cora A. Newton, Miss Mary E. Sawyer and Mr. and Mrs. Elwyn C. Smith.

We are also glad to greet here today one of our illustrious graduates who is now the head of the Division of the Massachusetts Blind, Mr. William H. McCarthy.

In closing these exercises I am going to ask one of our trustees, Father O'Connor, to give the benediction.

FATHER O'CONOR: We give Thee thanks, O Lord, for all the gifts we have received through Thy divine guidance. Through Christ, our Lord. Amen.

## AFTERNOON SESSION

### DWIGHT HALL, HOWE BUILDING

The exercises in which the children participated took place on the stage of Dwight Hall, Howe Building, and each feature was heralded by a fanfare of trumpets from six boys at a corner of the stage, answered by changes rung on hand-bells by four girls in the balcony.

In the course of the scheduled events the following addresses were made:

MISS NICOLAIDOU: PERKINS FRIENDS AND GUESTS: A month from today I shall sail to Greece, where I shall take the happy spirit of Perkins and the lighted torch of learning. I have been in this country a little over five years and have received a fine education which I will share with the thousand non-seeing people who are living in ignorance and poverty in Greece. The Greek government has been too busy with its political affairs to be able to educate its blind citizens; but fortunately, the present regime promises education for everybody, including the blind.

The non-seeing people of the United States are very fortunate, because they have so many opportunities. They attend fine schools where they receive an all-round education. In these schools they learn to be nearly as independent as their seeing friends. Do not the non-seeing folk of my country also cherish the thought of independence?



Questions may arise in your minds as to why I am here and how I came here. You probably think that I was born in Greece, but this is not so. I was born in a little village in Turkey, near the city of Samsun, not far from the black Sea. Here I spent part of my childhood with my family. My ancestors who were Greeks had lived for generations in Turkey. In 1921 we were driven away from our homes by the Turks; I am not sure why, but perhaps the Greek nation was fighting with them to take back its old possessions. We were sent into exile where we suffered many hardships, but we were not forsaken, however, for the Near East Relief came to relieve us from pain and to take us to our lawful country, Greece. The Near East Relief provided for her non-seeing children a teacher who had studied at Perkins. It was through this teacher that Dr. Allen who was then director of Perkins secured for two of her students scholarships to come to Perkins—Tateos Mukhdjian and Kyriake Nicolaou.

I am very fortunate that I have been trained in one of the best schools in this country and in the world. I owe my humble gratitude to Perkins and her directors, and I hope that my work with the blind in Greece will be my benefactors' reward.

MR. HALLOWELL: During a brief interim in the program, it is my pleasure to be able on behalf of the trustees of the Perkins Institution to welcome you here this afternoon, when we gather to celebrate the one hundredth birthday of a truly great man and the fiftieth anniversary of the opening of the kindergarten that he founded.

In the few moments it is impossible to tell the story of Michael Anagnos. With it many of you are familiar, but to those who are not I recommend they read the publication recently prepared by Anna Gardner Fish, which gives an account of his doings.

Just a word about Miss Fish. Miss Fish is the author of many publications on Perkins. One of her most recent is on the education of the deaf-blind pupils that have been here, from the days of Laura Bridgman to the present time. Miss Fish was the secretary of Dr. Anagnos during the last term of his directorship. Also she was secretary for Dr. Allen during the whole period of his directorship, and now she is registrar of the school. She is far more than

registrar and secretary. She is the wise counselor and dear friend of every girl and boy in this school and has been such for nearly forty years. We can trust that there are many years ahead for her.

Dr. Anagnos, as you know, was acting director for Dr. Howe during the last year of the latter's illness. When Dr. Howe died the trustees of the school asked Dr. Anagnos to continue in that position of acting director, with the proviso that a committee of the trustees should oversee his work. This arrangement was entirely unsatisfactory to Dr. Anagnos, and he politely informed the trustees that either he would be the director or else they could look for another. The trustees promptly reconsidered, and Dr. Anagnos was director for thirty years, during which this institution grew in dignity and prestige.

Dr. Anagnos was a fortunate man—fortunate in his active life, fortunate in the happy years with his beloved wife, the daughter of his friend and benefactor, Dr. Howe, fortunate in knowing exactly what he wanted to do and then having the courage and ability to do it, ever driving steadfastly toward the goal no matter what the obstacles were in his path. Thrice fortunate is a man whose memory ever remains fresh in the hearts of grateful, affectionate little children, and particularly in the hearts of those little children who at the very outset of their lives have a tremendous handicap to overcome.

DR. FARRELL: FRIENDS OF PERKINS: If there is any one here today or any one connected with this celebration who is unhappy I don't know who it is unless it might be the weatherman. I think he has good reason to be unhappy because he didn't provide us with quite the right setting for the program we had planned to carry out. Nevertheless I think you will all agree that, as the program has proceeded, it has proved to be a very happy occasion.

I wish, however, that we might have carried out the plan of having these exercises in the Anagnos Close of the Lower School. I hope all of you have looked within the gates of that group of buildings to see the beauty that is therein, the lovely flowers that are blossoming at this time, the two trees that were just about to blossom had the weatherman but given us one or two days of warm weather, and the platform erected for the boys and girls to put on

their parts. We had planned to have our trumpeters sitting on the roof of one of the cloisters on one side and our bell ringers on the roof on the other side, and we think the vibrant notes of both bells and trumpets would have sounded magnificently out of doors. And, in case there was any question of their being heard, we had installed a very considerable amplifying system. Nevertheless, I think you will agree that the program as it is is going along in a splendid way.

If I had time to talk to you this afternoon and tell you more of the kindergarten, if I had been asked for a subject for such a talk, I think I would have taken the words, "Among the first," as an appropriate title for the remarks that could be made at this time. I would take those words from a question which appeared in a book which was popular a few years ago, whereby by asking certain questions a person's character could be read. The question was, "Are you among the first by whom the new is tried?"

If we could give personality to our kindergarten and endow it with power of speech and ask that question, there could be a most positive, "Yes," in reply. If we would trace the fifty years of the history of Perkins kindergarten we would find that it was among the first to try every new educational method and practice that has been introduced during the last half century. Indeed, its very beginning placed it among the first.

We were told at the luncheon that we are observing this year the one hundredth anniversary of the founding of the first kindergarten by Friedrich Froebel in Germany. The gap between that centennial observance and our semi-centennial observance is not as great as it might seem. It was not until 1860 that a kindergarten for seeing children was established here in Boston, and it was not until 1889 that the Boston School Department took over the management of the some thirty kindergartens which had been maintained by Mrs. Quincy Adams Shaw.

It was in those days, when kindergartens were being established, that our kindergarten came into being. In that great movement which has had such a profound influence upon guiding the lives of little children the Perkins kindergarten was among the first.

So we might go down through the fifty years. When Mr.



Anagnos was at the World's Fair in 1893 he saw a teacher from Finland who had brought over new methods of sloyd work. He immediately engaged her and she came to the school and worked with a chosen teacher for a year and introduced the new methods in sloyd principles in soft materials into Perkins. Later, sloyd in carpentry was introduced.

Even in the field of music we are among the first. I think you all rather enjoyed the little band which we had here this afternoon. We have an article which was published in 1892 which has a picture of a similar band. We think that these bands are somewhat new, but our kindergarten had one back in those early days. The young gentleman who played the xylophone is a fairly recent acquisition of the school. The day he arrived he announced to us all, "I've come here to study music. When do I start?" I think you will all agree that that young gentleman has made a pretty good start and we may look forward to a good deal more in the way of accomplishment.

When Baron Posse brought to America the Swedish system of gymnastics, Mr. Anagnos immediately brought that theory and practice into the kindergarten. Out of that grew a practice of corrective gymnastics which was carried on for so many years under our very devoted and able teacher, Miss Swinerton, and which has now developed into a large department with the more high-sounding name of physiotherapy. When Madam Montessori introduced in Rome her principles of sense perception and directed activities, these methods were brought into the kindergarten.

When early in the twentieth century psychology began to play a larger part in school programs and mental testing was being introduced, the kindergarten secured Dr. Hayes to adapt some of that work for the blind. He took the well-known Binet's tests and adapted them for the use of our pupils. Now throughout the world Hayes-Binet tests for measuring mental ability are in general use.

In 1927 we took another forward step. The time had come when we were able to do more than bring to ourselves new methods and new ideas; we had reached the point where we were able to contribute. An experimental school was formed which began to test a great many ideas and to experiment in new fields. We made studies of the use of embossed pictures with the blind. That ques-

tion comes up all the time: Can blind children get anything from embossed pictures? That problem was studied at great length. We also made studies of the use of models. We experimented with various types of appliances. Through these studies we made a great contribution in the field of education of the blind.

In 1934 we reshaped our school a little bit more along the lines of the new principles of progressive education. The boys and girls now carry on most of their work in interesting units and projects. Miss Lucy Wheelock, who is the great kindergartner of this country, said the other day that in celebrating the kindergarten's founding we are honoring the beginning of progressive education. Thus we have rounded a pretty complete program, and I think, as I have tried to point out to you, that you will agree that our kindergarten has been among the first in all new ventures.

If I should try to describe the kindergerten as it stands today I think words would be quite inadequate. We might say of Mr. Anagnos, as was said of the architect of St. Paul's Cathedral, London: "If you would see his monument, look about you!" We would ask you to picture yourselves in the Anagnos Close and see that beautiful environment in which our children live, and I know that you will think that that is a very worthy monument for such a man.

Better still, however, I would rather have you think of us today, not in terms of either monuments or buildings, but in terms of little children. After all, little children must always be our primary concern. We have tried today in our program to give you a glimpse of what our boys and girls are doing, but even more important than that, to give you a little conception of the happiness that we try to build into the lives of our pupils.

I would like to take the time to pay tribute, and I think all of you here in the audience would want me to speak for you, by telling the pupils how splendidly they have done in these exercises. I would like to say a good deal more, but I don't want to embarrass these boys and girls. But let me tell you, from me to you, that I think you're great today!

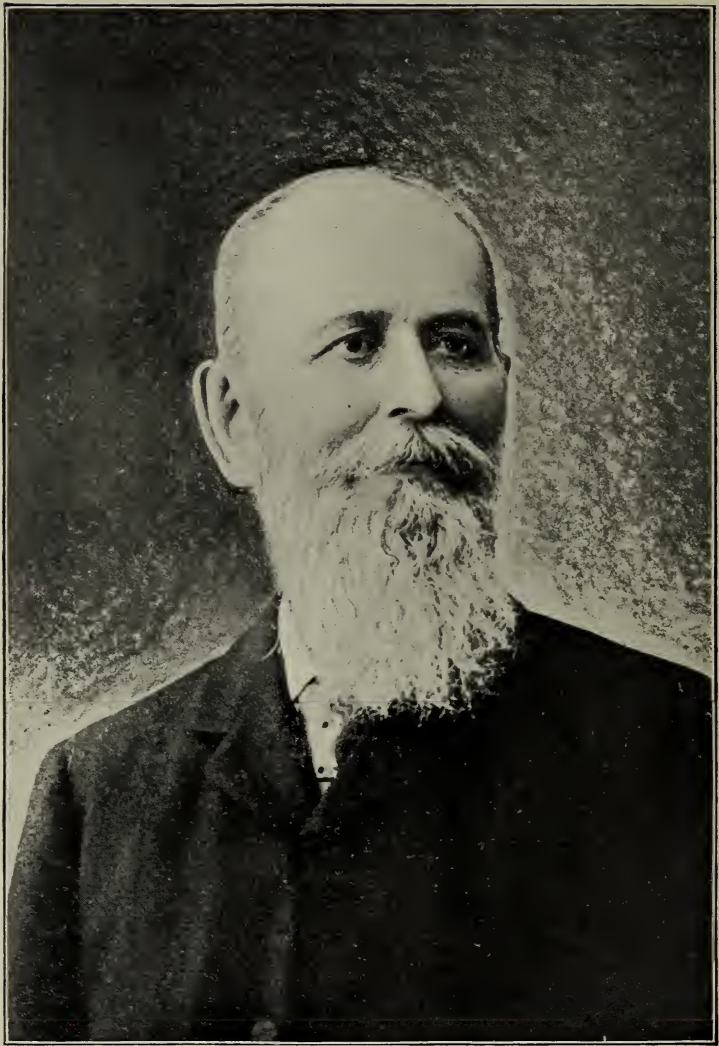
I think that also applies to the boys and girls of the Upper School whom we had to tuck away in the balcony because of the exigencies of space.



Mt. Holyoke College celebrated a centennial the other day, and they had a poem one line of which was that the teachers are those that make a school great. I think you will want, with me, to pay tribute to our teachers. Through the past weeks they have worked unstintingly to make this day successful. But throughout the weeks and the months of the school year they work with the same industry and the same zeal and the same determination to give their best to our boys and girls, and they make Perkins Institution what it is today.

We are grateful to our friends, to all of you who have come. I hope that you will carry away with you something of the spirit of happiness, which we have here and which we think is the most important thing in life to possess.





MICHAEL ANAGNOS.

# *Michael Anagnos*

BY ANNA GARDNER FISH

"I do not hesitate to move forward and to add to my responsibilities. Be the difficulties and obstacles what they may, my faith in the goodness and beneficence of our cause is so strong, that I do not allow myself, even for a moment, to doubt about its complete success."

—*M. Anagnos*

The life of Michael Anagnos contains all the elements of romance: Early hardships and privations, indomitable courage and perseverance in surmounting difficulties, steadfast purpose in achieving a goal, its attainment through education, an assured position of leadership, with love, loyalty and respect as the concomitants and rewards of unremitting toil.

It was indeed a far journey from the hillsides of Epirus to the directorship of a distinctly Bostonian institution, the school for the blind established by Dr. Samuel G. Howe and supported by philanthropists and educators in this foster-home of all good and forward movements; and the distance was not to be traversed by spectacular leaps and bounds but only by accepting the immediate duty, while being ready to seize upon every advantage that presented itself.

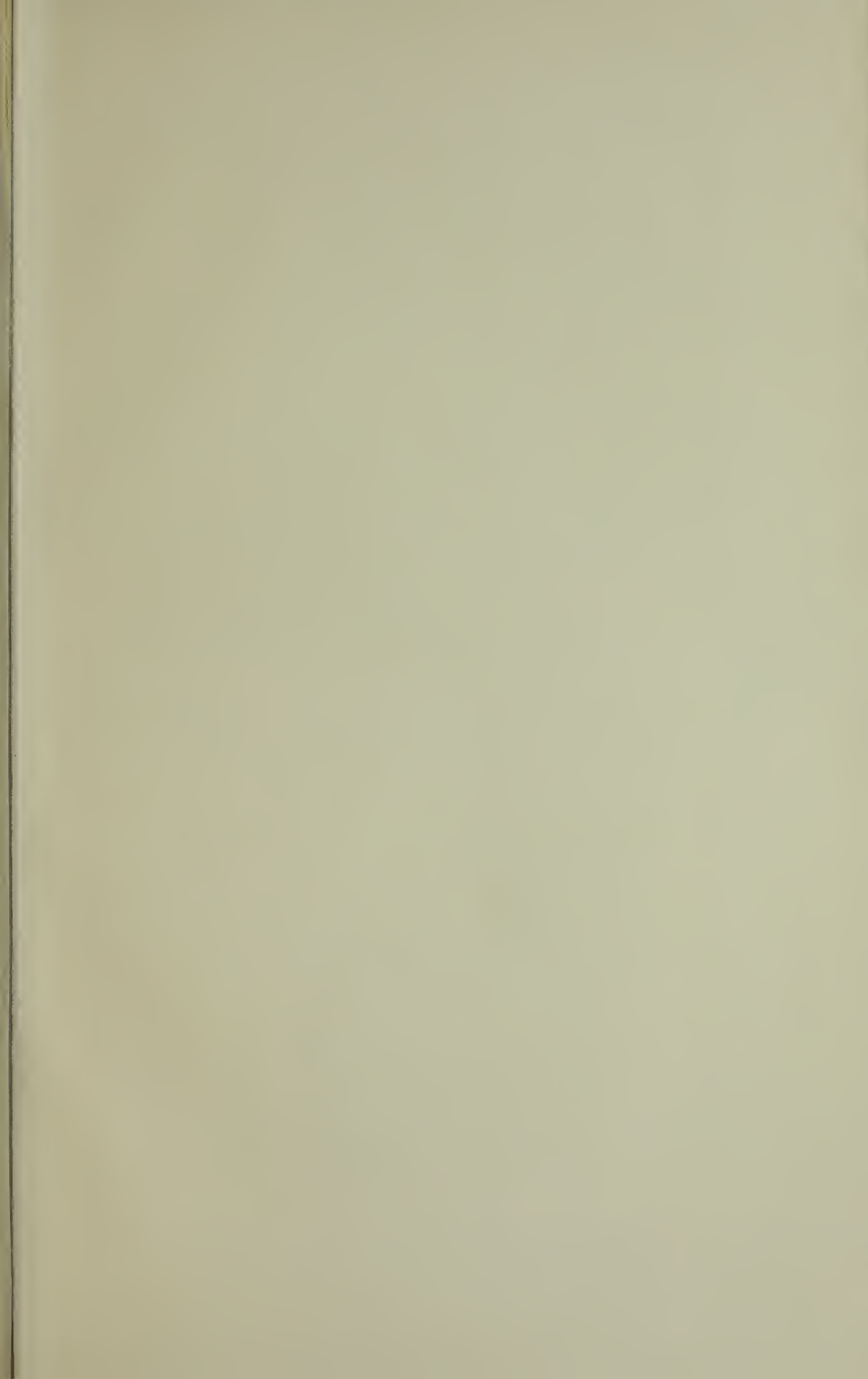
Michael Anagnostopoulos (the name signifying "the reader's son") was born November 7, 1837, in Papingo, a little village in the mountains of Epirus, so remote that even the ubiquitous Turkish tax-gatherers did not visit it but accepted the tributes sent by hand to the publicans in Constantinople. His mother died when he was young, and a stepmother brought unhappiness into his life. But he was tenderly cared for by his great-grandmother who must have been a woman of resource and determination, for it is told of her that, when the child Michael had his finger bitten by a serpent, she bound a gold chain tightly about the injured member and sucked the poison from the wound. "Ah, Michael, Michael!" she was wont to sigh, when he had got into mischief. "I told the priest that he did not dip you deep enough when he baptized you."

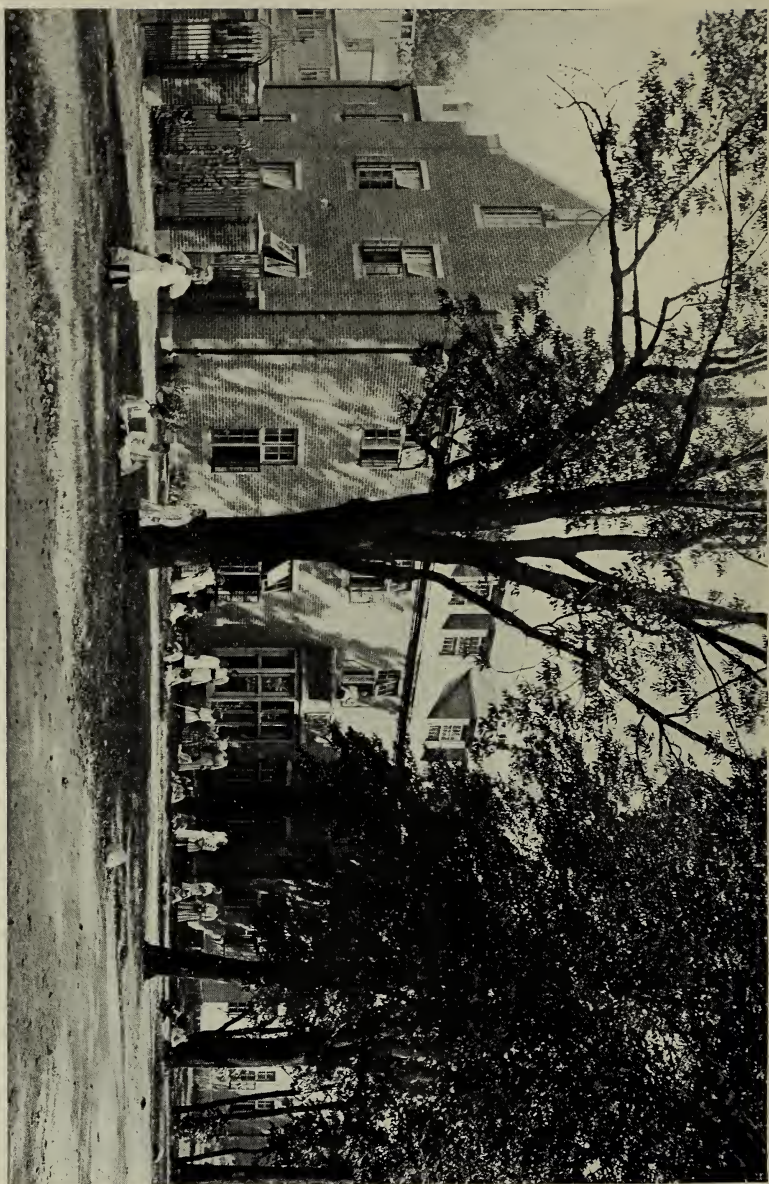
The lad tended sheep on the hillsides for his father, Demetrios, and every indication pointed to his becoming a

hard-working peasant like his associates. But the boy's heart was set upon advancement through learning. There burned in him, as his commentator, Mrs. Florence Howe Hall, has said, "the Greek fire that has shone through history, ever since Prometheus brought the first spark of it from heaven." Studying in the fields or at the fireside by the light of pine-knots, from self-copied textbooks, he succeeded in mastering all that the local schools could offer, and at the age of sixteen, with such scanty funds as he had been able to earn and save and with his few possessions in a bundle hanging from his shepherd's crook in true storybook fashion, he trudged nineteen miles over the mountain to enter the high school at Janina. In spite of poverty and privations he finished the course at that school when nineteen years old and immediately aspired to higher education at the University of Athens. Small wonder that in later years one of his chief concerns was to provide facilities in his homeland for the education of ambitious, impecunious youth.

The University of that time corresponded to the German gymnasium or second-class German University. Young Anagnos (as he was later to be known) planned to become master of Greek, Latin, French and philosophy, and he acquired proficiency in all these subjects in his four years' course. A veil is drawn over the struggles of those years, but a few anecdotes which have come from Mr. Anagnos' own lips hint at the difficulties shared by him and some of his young compatriots, as well as at their ability to laugh at their troubles. He told of four young students who, owning but one good coat between them, must needs take turns in appearing in public and, though he did not say so, it may be believed that he was one of the four. He spoke of apportioning the supply of bread and cheese among the successive days of the week in order to make the food hold out equitably. But the studies progressed notwithstanding and, we may believe, with the attainment of the scholarliness for which he strove. He also studied law, but not with the idea of practising it, and he devoted much attention to journalism and political science, intending to make these sub-







A glimpse of one of the new Kindergarten buildings in Watertown, Mass.

jects aids in his professional career. He has told his pleasure in fulfilling his ambition to read the proof of a Greek book so carefully that not a single error went unchecked.

In 1861 he joined the staff of the *Ethnophylax* ("The National Guard"), one of the first dailies in Athens, and soon reached the position of its editor-in-chief. He became engrossed in the political affairs of his country and worked ardently for the overthrow of King Otho, the weak Bavarian king on the Grecian throne, at one time introducing Free Masonry, through Gen. Garibaldi and one of his sons, as a means to that end. The effort was successful, but in after years Mr. Anagnos saw the error of the movement and characterized it as one of the greatest mistakes of his fatherland and of his own political activities. His opinions differing from those of his associates, he resigned his editorship but continued to write political articles for the press.

Mr. Anagnos took a deep interest in the freeing of Crete from Turkish rule and threw all the ardor of his heart and the force of his pen into furtherance of the cause. And far across the ocean, at the same time, that zealous "servant of humanity," Dr. Samuel Gridley Howe, who in his early manhood (1825),—a youth who had recently received a diploma from Brown University and completed a medical course,—had fought on Grecian soil in the cause of freedom, was again calling for help for suffering Crete with such effectiveness that funds to the amount of \$36,000 were soon available, and Dr. Howe himself, accompanied by his wife and his daughters Julia and Laura, sailed for Greece (1867) to give personal attention to relief administration. He was there confronted with such a multiplicity of demands that he saw the need of a secretary and, most fortunately, was directed to Mr. Anagnos, then in his thirtieth year.

The amalgamation of these two virile forces was spontaneous, and the combination there and then formed was destined to have a lasting and tremendous effect upon both of these strong men. Mr. Anagnos began his new work immediately and so efficiently that Dr. Howe came to lean upon him more and more and, a little later, to leave the



whole care of Cretan relief with this assistant while he himself visited institutions throughout southern and western Europe in his capacity of chairman of the Massachusetts Board of State Charities.

After several weeks' labor Dr. Howe sought to pay Mr. Anagnos for his services and asked how much he owed. "You owe me nothing, sir," was the reply. "What do you mean?" asked the doctor. "You have been working for some time, and I wish to pay you your salary." "Dr. Howe," said Mr. Anagnos, "what salary do you receive for helping my country?" "I?" exclaimed Dr. Howe. "Not a penny! That is a different matter." "Neither do I receive a penny for helping you," was the young man's response. There was no answer to this. "Well," said Dr. Howe, "Be it so! But what can I do for you?" "Take me with you to America!" said Mr. Anagnos. "If I have served you well here, I may be able to do so there." Thus it came about that this young Greek accompanied the Howe family on its homeward journey.

So to Boston in 1867 came Michael Anagnos at the opening of a new chapter of his eventful life. What a quaint, old-world figure he must have presented in landing upon American shores!—wearing a black and white plaid shawl, it has been said, according to the custom of his country, and doubtless shy and diffident though assured,—as who would not have been?—in the friendship of the Howe family. His pictures of that time show his keen and all-observing eye, his swarthy skin which was yet aglow with health and vigor, his black hair and beard vibrant, his lips wreathed in the pleasant smile which was a forerunner of the hearty and ringing laugh into which his sense of humor broke out so readily and spontaneously.

The little world of Perkins Institution was as foreign to him as the country to which he had come, but it welcomed him to its life and interests and bound him to its cause. At first there was no thought of his taking part in Dr. Howe's work for the blind, the original plan being that he should assume charge of the Cretan relief movement, still function-



ing in Boston; but he soon began to make himself useful in teaching Latin and Greek to the few advanced pupils at Perkins who were planning a college course, and he also undertook to give lessons in Greek to Mrs. Howe and to the two daughters, Julia (whom he later married) and Laura, who has told humorously of her zeal in taking up the study until she speedily discovered that the interest of the other two was quite remote from the Greek language, and the lessons soon came to a standstill,—“at least,” the sister Laura (Mrs. Richards) has written, “if there were more I was not notified of time or place.”

By 1870 Mr. Anagnos had become Dr. Howe's right-hand man, his secretary and general assistant, and on the last day of that year he was married to Julia Romana Howe, the lovely and talented daughter of Dr. and Mrs. Howe, a beautiful woman of finer clay, ethereal and spiritual. The union was a happy one, and Mr. Anagnos' nature expanded like a flower in the sunshine of her beauty of soul, until her death in 1886 brought a never-ending grief and loneliness into his life, with only the solace of her memory and the work to which he had dedicated himself.

More and more interestedly did Mr. Anagnos accept the cares and responsibilities of Perkins Institution, as Dr. Howe under the weight of years gladly relinquished the daily tasks into his hands, and it was increasingly evident that this was to be his lifework. He was offered a Greek professorship in a western college but, although Dr. Howe recommended him highly for the position and although he had once coveted just such an opportunity, he did not then allow it to swerve him from the work he had undertaken at Perkins Institution. Always an ardent scholar, he made himself by close study master of the whole subject of the education of the blind, and he applied himself closely in order to become acquainted with every helpful detail concerning his work and the country of his adoption. Thus, when Dr. Howe came to the end of his strenuous and many-sided labors for his fellow-men (January 9, 1876), a well-prepared and enthusiastic leader was at hand in Mr. Anagnos

and, while there were doubts and misgivings expressed as to the ability of a foreigner to direct so truly an American institution as Perkins and while a divided management was advocated and considered, Mr. Anagnos was able to overcome all objections, and never again was there question as to his being the logical, loyal and able successor to Dr. Howe.

The thirty years of his administration saw constant progress and betterment in housing, equipment, teacher personnel, methods, scholarliness, and orderliness in the life of the institution; but never once did Mr. Anagnos take the credit for improvements, for in all his life and leadership it was to Dr. Howe that he attributed every forward step. His hopes and plans were cast in a heroic mould, never to be realized in their entirety, owing, perhaps, to their idealistic nature. He felt that Americans were not sufficiently foresighted, that they were too much engrossed in immediate advantages; but for him, looking far ahead, life was all too short and means too meagre to permit the realization of his dreams.

He read voraciously everything that was germane to his special subject; he wrote exhaustlessly in a flowery but scholarly style, peculiarly his own; he methodically and systematically gave attention to every detail of business and school management; he attended conventions and conferences and took part in their proceedings; he visited other schools for the blind and kept in close touch with all phases of their work; he introduced every new educational subject or method that promised to be helpful or enlightening to his pupils; he attended graduation exercises at normal schools with an eye to possible workers in this particular field of labor. In choosing candidates for teaching positions at Perkins he was wont, he confessed, to attach a certain ethical significance to the condition of their teeth for if these showed lack of care it meant to him one of two things,—neglect, which was indefensible, or poor health, which was equally undesirable in a Perkins teacher.

He literally burned the midnight oil in his years of study and preparation, but in his later life it was the early morning

hours that saw the gleam of lamplight from his study; for his best time for sleeping was before and just after midnight, and in the wee small hours he was ready to arise and accomplish much routine and creative work while all was still about him. Night workers and watchers have told of seeing his light, night after night, and realizing that he was toiling while others slept.

His own life was one of Spartan simplicity, and he required no self-sacrifice on the part of his teachers that he was not willing to share. His industry was tireless. He ate sparingly, as his health demanded. His own nobility of character and his lofty ideals were apparent in all his dealings, as too were his wisdom and soundness of principles. He made his living and his profession one. Withal, he was the soul of geniality and wit and loved a good joke; and when he threw back his head and opened his mouth wide in a hearty laugh, one must perforce laugh with him, for his sense of humor was highly infectious. His friendships were true and lasting and embraced the finest of Boston's leaders and *literati*. He was a loyal and helpful member of the Howe family into which he had married, and he was interested in the daughters' literary achievements. He encouraged them to produce a detailed and authentic story of the education of Laura Bridgman, and when they demurred, saying that it had already been done, his sententious remark was: "All history that survives must be rewritten every twenty years for each fresh generation."

But Mr. Anagnos was not content with the general betterment of educational equipment and instruction and living conditions at Perkins Institution, important as these were in the life of those within its walls, but he began at once to reach out towards new endeavors. He had much admired Dr. Howe's work in seeking to perfect an embossed system of reading for the blind, and one of his first important enterprises as director of Perkins was the establishment of an endowment fund of \$100,000 for use by what he designated the Howe Memorial Press, and his success in raising this amount—a vast one according to the standards of that



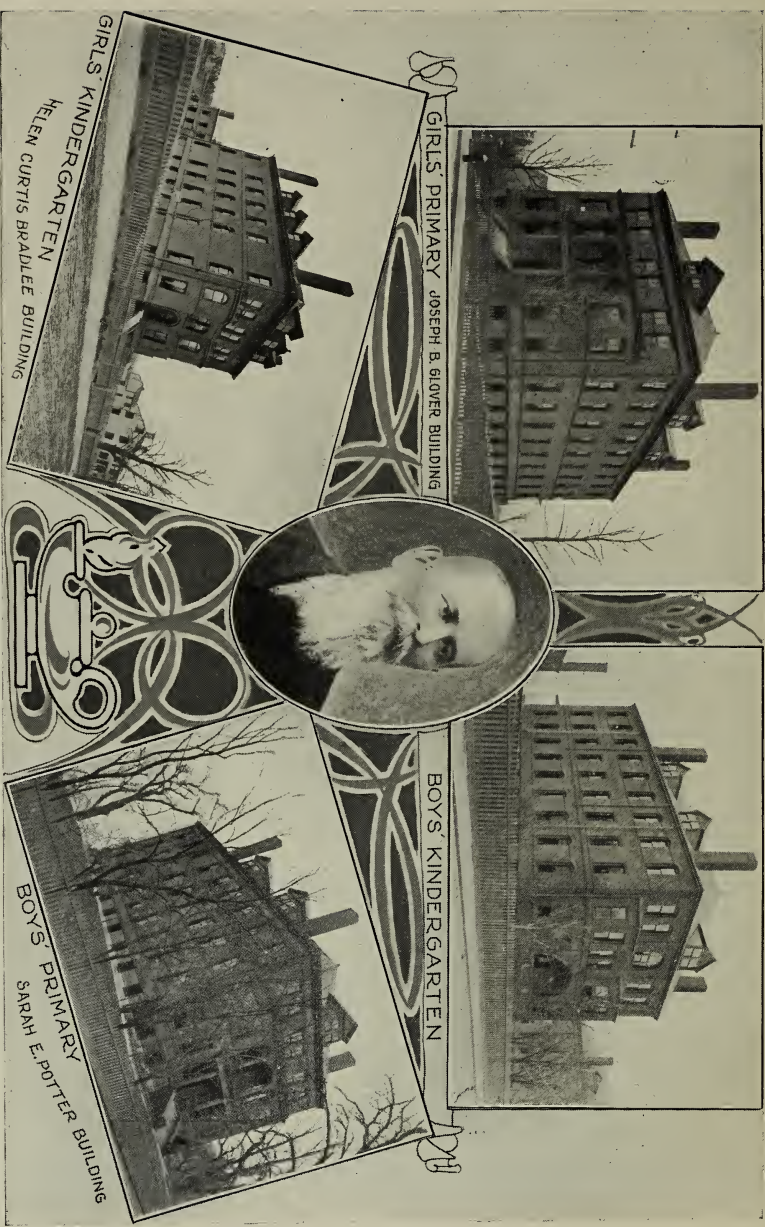
day—was so heartening to him and to all workers for the blind that it gave a fresh impetus to efforts in their behalf. The sum was completed and ready for investment in 1882, and it has functioned ever since, affording an opportunity to bring out choice volumes of literary value, first in the accepted Boston line type, Dr. Howe's chosen system, and later in braille, to distribute reading matter at cost or less, to experiment in, and to perfect, the production of appliances for the blind. It has enjoyed a long and fruitful history, and while recent government subsidies have rendered it less essential to blind readers it still plays an important part in serving the blind student and in bringing the solace of well-occupied hours to the adult reader.

The immediate response to Mr. Anagnos' appeal was the result of a firm conviction as to his absolute integrity and singleness of purpose. Then and at all later times when he begged for financial aid, the contributors knew that they could rest assured that the cause for which he pleaded was worth while, that his enthusiasm was well grounded and that all moneys given would be used entirely and economically for the avowed purpose. But never did he anticipate contributions,—spending before the actual funds were in hand. "I am not a man of deficits" was his proud assertion. Mr. Anagnos' earnestness impressed his public, and friends rose up on all sides to aid him in his philanthropic designs. He used to say laughingly that the truest epitaph for him would be the representation of an upturned, pleading hand, with the inscription "And the Beggar Died."

An even more stupendous undertaking came in the early 80's when deep brooding thought and long cogitation came to a dramatic climax in Mr. Anagnos' springing to his feet with the exclamation, "I'll do it." This was the expression of his determination to establish a kindergarten for little blind children. He had long been troubled by the rule which placed the minimum age of entrance at nine years and had made tentative approaches (1880) to the feasibility of kindergarten training by holding classes for younger, less progressive pupils under the leadership of Miss Emilie







Original buildings of the Kindergarten for the Blind, Jamaica Plain, Mass.

Poulsson, student at Perkins and graduate from the Garland school in Boston, and of Mrs. Emily F. Bethmann of South Boston, an ardent and experienced German kindergartner, and with the full co-operation of the girls' principal teacher, Miss Gazella Bennett. Thus the way was paved for the complete adoption of Froebel's methods, but long and arduous labor was necessary before fruition followed the planting of the seed. Through seven long years Mr. Anagnos used voice and pen and every other means of persuasion to induce friends and philanthropists to share with him the satisfactions of benefiting the little blind children. His zeal knew no bounds, and the intensity of his appeals carried conviction. Many are the tales which cluster about these initial efforts,—Laura Bridgman's letter to the public, Miss Emilie Poulsson's "Wide Awake" article and Miss Louisa Alcott's special story, help from Perkins pupils and gifts from children in all walks of life, the stanch support of warm-hearted men and women whose hearts were touched by his pleas, and, most poignant of all, Mrs. Anagnos' dying appeal to her husband, "Take care of the little blind children."

And so, in May, 1887, the first kindergarten for blind children opened its doors to ten little boys and girls, gathered in a fine substantial brick dwelling erected for the purpose in Jamaica Plain, Massachusetts, under the care and guidance of a band of fine, devoted women whose hearts were in their work. What a happy normal existence opened up before these little ones!—the acquaintance with birds and flowers and happy fancies and childish games, hitherto quite unknown in their constricted lives. And how quickly they reacted to their beautiful surroundings, opening like flowers in the sunshine. It formed a background of choice memories never to be forgotten. "No matter what happens to me in after life," said one of these first little boys, years later; "nothing can ever rob me of my happy childhood at the Kindergarten."

The growth of this special department of Perkins Institution with its own funds and buildings and teachers and equipment did not stop here but continued until its phenom-

enal development included a kindergarten for the girls as well as the one for the boys, a primary school for each sex and a central building with hall and gymnasium, all following in due succession and all built through voluntary contributions, gifts in life and generous bequests. Never for a moment did Mr. Anagnos relax his efforts in behalf of that child of his heart, the Kindergarten for the Blind, which has well been called his truest and most lasting monument.

The need for expansion was never lost to sight. Every publication added its plea; the Ladies' Visiting Committee and their Auxiliary helped; the notable receptions, held at the kindergarten annually on Froebel's birthday, offered a chance, eagerly seized upon, to present the claims of the little ones upon the sympathetic visitors; the Washington's Birthday entertainments, presented by the South Boston pupils, gave an equal opportunity to plead the cause of the children. The instant response was a remarkable tribute to Mr. Anagnos' belief in his mission, his powers of persuasion and the manifest rightness and unselfishness of his aims.

While this wonderful school within a school was growing apace, Mr. Anagnos was not inattentive to other needs of Perkins Institution. Although classes had definitely finished their allotted courses and gone out from the school in groups, it was not until 1878 that a graduating class was recognized as such, and the first diplomas were awarded in 1880. Embossed programmes for this annual event were available from 1878 on, but in 1883 the occasion was dignified by the use of Tremont Temple with printed programmes, Dr. Samuel Eliot, president of the Corporation, presiding. This public celebration was transferred to Boston Theatre in 1893, and thereafter throughout Mr. Anagnos' life the facilities of that splendid auditorium with all its auxiliary service and benefits were given freely to Mr. Anagnos by his lifelong friends, Mr. Orlando Tompkins and his son Eugene, owners of that historic edifice, and their manager, Mr. Lawrence McCarty.

His deeply rooted belief in the "*mens sana in corpore sano*" of the Grecian ideal led him to establish a well-



equipped gymnasium at Perkins Institution and also one in the Jamaica Plain school, and he saw to it that all the pupils had well-organized exercises and healthful activities. Being himself a strong swimmer, he hoped to install a swimming pool, making use of the nearby salt water, but he was forced to abandon the plan because of many difficulties, including excessive cost. He believed in the Swedish methods, and when Baron Nils Posse, of revered memory, brought that system of gymnastics to Boston, Mr. Anagnos was quick to avail himself of the opportunity thus presented, as he was in all progressive movements which promised well for the blind. Later he introduced corrective gymnastics for those whose physical well-being required special exercises and attention; and this he was able to do through a Perkins graduate, Miss Lenna D. Swinerton, who had perfected herself in this profession through study with a fellow-graduate, Miss Jennie M. Colby, a noted exponent of therapeutic measures with an enviable reputation among Boston physicians.

He had already brought into the schoolrooms the sloyd system of manual training, and when he discovered at the World's Fair in Chicago, in 1893, a talented Finnish teacher in the use of soft materials, Miss Anna Molander, he gladly took advantage of the chance it offered by inviting her to spend a year at the kindergarten and allowing her to choose a teacher who, relieved of other duties, should concentrate in learning this well-planned, progressive system. The arrangement proved satisfactory in every way, and the result was a complete programme of carefully devised work which is in use even to the present day.

Mr. Anagnos deeply appreciated Dr. Howe's unique achievement in educating the deaf-blind child, Laura Bridgman, and he carried on that work with particular interest. He it was who chose and instructed a teacher for Helen Keller, who has been her lifelong companion, and he invited teacher and pupil to enjoy the privileges of Perkins Institution for four formative years. He arranged for Elizabeth Robin to come to the school from her far-distant home in

Texas and rejoiced in her normal development which culminated in graduation with full diploma in 1906. She had the treasured companionship of Edith Thomas while at school, and several other deaf-blind pupils shared in the training provided for these young women, each with a special teacher. But the deaf-blind pupil who was, perhaps, most truly ensconced in Mr. Anagnos' heart was Tommy Stringer, the little waif whose salvation from utter destitution makes a glowing chapter in the recital of Mr. Anagnos' attainments. It was in direct response to his heart-stirring appeals that Tommy's current expenses were met by contributors all over the land; and, be it noted, this strenuous effort on Mr. Anagnos' part was co-incidental with the accumulation of much-needed funds for other enterprises, adding not a little to the burdens of his self-imposed tasks. Later still he recognized the need of a more assured income for Tommy than that depending upon annual gifts, and he set himself to raise a permanent fund for the lad's support, in which effort he was so successful as to provide for Tom's future maintenance after leaving school.

Mr. Anagnos enjoyed the cordial support of the Alumnae Association which was ever ready to do his bidding and to co-operate in his every effort. "Only tell us what you would have us do," was the cry of these fine young women, and his sense of reliance upon their help was heartening to him and to them. Thus, when the turn of the century brought organized work for the adult blind uppermost in the minds of philanthropists in and around Boston, the way had already been paved by these zealous assistants. As early as 1893, with the assistance of Miss Laura E. Poulsson, a good friend of the school, Mrs. Cora L. Gleason, former teacher of handicrafts and long an honored friend of Mr. Anagnos, and Miss Estelle Mendum, in charge of the salesroom, they undertook the consignment and sale of home-manufactured articles, at the same time insisting upon the perfection of each object proffered for sale. In 1898 they pledged themselves to respond to any calls from blind persons desirous of learning to read and gladly undertook to canvass all parts

of New England in order to find and help all such persons. So, when the State was ready to advance the work of home-teaching of the adult blind, a good beginning had already been made, and the development of the plan fell naturally into Mr. Anagnos' hands and was successfully carried on by him to the end of his administration.

In 1892 Mr. Anagnos received the honorary degree of Master of Arts from Harvard University. While the encomium which accompanied the bestowal has not been preserved, it is recalled that it began with the pleasantry "M. A. are the initials of Michael Anagnos, and M.A is the degree I am bestowing upon you." Would that this full estimate of the recipient's merits had not been lost in the ensuing years!

In addition to the many details of his school duties, he was a true father to all the Greeks in this part of the country. They turned to him unerringly for advice or financial aid, and never did they go away unsatisfied. Their problems became his own, and he gave to their solution full thought and sympathy and active assistance. For the most part his compatriots were a trustworthy and self-reliant company, of whom he had the right to be proud. He served as president of the National Union of Greeks and interested himself in the building of a Greek Church in Boston, becoming one of its largest contributors. He entertained Greek officials with true and well-arranged hospitality upon their rare visits here; and he sustained the endeavors of young Greek students, preparing themselves here for service at home.

Mr. Anagnos made three visits to his native land, the first being in 1889, through which he sought renewal of health through rest from his labors and from which he returned with fresh vigor during the following year. From that time onward there may be recorded many improvements in the institution and the establishment of a complete music department and an adequate library, containing embossed books for circulation among blind readers and ink-print books for the teachers' use and a museum of objects for tactual instruction. Material for this object-teaching



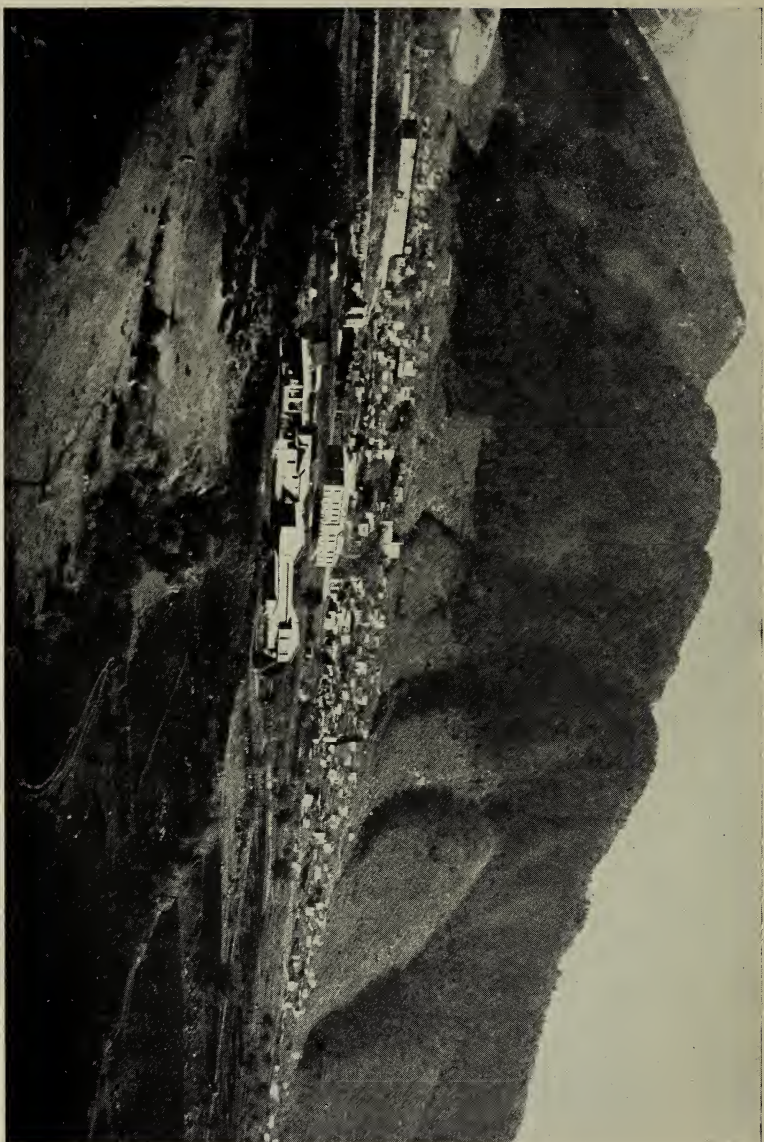
had long been gradually accumulating and included a full set of botanical and physiological reproductions in papier-maché, accurate in every last detail, the importation of which had been made a gala occasion, all interested friends being invited to inspect this valuable addition to the school equipment. The new room gave the collection a dignified and pleasing setting and made the examination of the many wonderful and beautiful objects a distinct delight.

Mr. Anagnos made another journey to his native land in 1900, visiting many institutions for the blind throughout Europe and attending the International Congress for the Amelioration of the Condition of the Blind, held in Paris in connection with the Universal Exposition, at which he represented the United States government as well as Perkins Institution. At the school for the blind in Vienna he was filled with admiration for the great treasury of literature pertaining to blindness and the blind, which Dr. Alexander Mell had there accumulated, and upon his return home he set himself to building up a similar collection of historic value to the research scholar. At that time, save for the reports of all schools for the blind, which had always been carefully preserved, a single page of letter-size paper sufficed for a catalogue of the contents of a reference library; but under the impetus of Mr. Anagnos' newly-awakened interest and with the personal assistance of Dr. Mell the collection soon grew to be authoritative and exceedingly valuable. It has become the chief corner-stone of the fine course on the Education of the Blind, sponsored by Harvard University and conducted at Perkins Institution yearly since 1921 by Dr. Edward E. Allen, Mr. Anagnos' successor in the directorship.

It was in connection with this visit to Greece (1900) that Mr. Anagnos established scholarships, through a gift said to amount to \$20,000, for the higher education of aspiring but impoverished Grecian students, and he worked out a curriculum for their use with great care; but details concerning the arrangements were never fully known here, since Mr. Anagnos shrank from the publicity which his generous act would involve.







The cypress-covered hills behind Konița, Greece, where the school founded by Mr. Anagnos appears in the foreground and where a memorial to him may fittingly be placed.

Again, in 1906, Mr. Anagnos gave point to another, his last, visit to Greece by depositing in the National Bank of that country 5000 pounds (English money) as an endowment for the maintenance of two primary schools for boys and two for girls and a weaving school for the latter in his native village of Papingo, named for his mother, Kallina, the Kallineian Schools. How traceable to his early struggles for an education are these provisions for his young compatriots!

This fateful journey, from which he was destined never to return to the land of his adoption, was undertaken reluctantly by Mr. Anagnos, because he would fain have traveled elsewhere but felt impelled to visit again an aged uncle, ill at his home in Turn Severin, Rumania. His grave and somewhat melancholy farewell to his institution people, when he left on the 17th of March, 1906, was recalled as prophetic when, on the 3rd of July following, a cable message from the Greek minister of foreign affairs to the acting consul in Boston announced Mr. Anagnos' death on the 29th of June in Turn Severin. At first the news was discredited in the belief that there must be some mistake, for recent letters had given no hint of encroaching illness,—that it must be the aged uncle who had died; but all too surely came corroboration of the first sad tidings, and a grief-stricken throng—blind people and workers in their behalf, personal friends and Greek countrymen, the mighty and the lowly,—united in mourning his loss and paying tribute to his memory. Details which were slow in coming told of a recurrence of a disease of long standing, which had remained quiescent through many years but proved fatal after a very brief and painful illness, and of an operation performed too late. Plans were made for a brief funeral service in Turn Severin,—hurried on account of political unrest,—and ultimate burial in Papingo where, it was then thought, his grave-monument would appropriately be placed.

Many and sincere were the expressions of sorrow and appreciation which emanated from every source, by letter, through the public press and in the beautiful and touching memorial service which was held in Tremont Temple, Bos-

ton, October 24, 1906. All laid stress upon Mr. Anagnos' fine character, his striking personality, his scholarliness, his genial manner and courtliness, his sense of right and justice, his generosity and his zeal for truth and law and order.

Out of a wealth of tributes to his sterling worth let us select the words with which Governor Curtis Guild closed his public eulogy: "The name of Michael Anagnos belongs to Greece, the fame of him belongs to the United States; but his service belongs to humanity;" and those embodied in the announcement of his death, which issued from Perkins Institution: "A deep thinker, a wise counsellor, a prophet of good, a great-hearted lover of mankind, a true and far-seeing leader of the blind along the higher paths."



## RADIO TALK

STATION W. E. E. I., MAY 18, 1937

MR. CARLTON DICKERMAN, announcer: The Perkins Institution for the Blind presents this afternoon a short program of the observance of the fiftieth anniversary of the Perkins Kindergarten. First, the famed Upper School Chorus under the direction of John F. Hartwell, sings Schumann's "Gypsy Life."

. . . . .

Dr. Gabriel Farrell, Director of the Perkins Institution discusses briefly the significance of the fiftieth anniversary of the Perkins Kindergarten. Dr. Farrell:

Thank you, Mr. Dickerman. Kindergartens are occupying the center of interest in the educational world today. Educators everywhere are observing the one-hundredth anniversary of the founding of the first kindergarten by Friedrich Froebel in Germany. Here in Boston kindergartens are holding open house to show the progress that has been made since the first school of this type was established in 1860 by Miss Elizabeth Peabody, sister-in-law of Horace Mann.

It is appropriate, therefore, that Perkins Institution should at this time be celebrating the semi-centennial of the founding of its kindergarten. On May 2, 1887, in a building erected for its use in Jamaica Plain the first kindergarten for blind children in the world was opened as a part of Perkins Institution. The institution, then located in South Boston, did not admit boys and girls until nine years of age, and Michael Anagnos, the second director, was frequently distressed because he could not accept little children who were brought to him for schooling.

As a great lover of children, this preyed upon his mind, and one night, while sitting with his wife, he suddenly leaped to his feet and proclaimed: "I'll do it!" "Do what, Michael?" quietly asked his wife, who was the daughter of Samuel Gridley Howe, the first director, and of Julia Ward Howe, whose name is imperishably associated with her great hymn, *The Battle Hymn of the Republic*. "I'll start a school for little blind children," said Mr. Anagnos.

It would be interesting to speculate as to which was the primary moving force which led to the opening of the new school—the love of little children and Mr. Anagnos' desire to do something for them, or the unremitting pressure of something new in the educational world that he wanted to make available for the blind. Those associated with the early kindergarten movement in Boston were also interested in Perkins, and there can be no doubt but that that association spurred on the desire to extend the new principles of Froebel to those without sight. Certainly it is interesting to know that leaders of the blind in those days were seeking new methods and were ready to venture into new fields.

The idea of a kindergarten for blind children caught the imagination of Boston people and, with the ardent personality of Mr. Anagnos behind it, it is no wonder that the little school in Jamaica Plain flourished. A second building was added within a few years, and later two buildings for the primary grades were provided. This expansion and further extension when moved to the new buildings in Watertown twenty-four years ago have made the little school more than a kindergarten, for it now provides schooling through the first six grades. Through the years the kindergarten has always been alert to new ideas. Here the methods of Montessori were early introduced, and it was one of the first schools to employ a teacher of sloyd. Now the children carry on their studies through units or projects following the principles of progressive education.

From the outset, however, primary interest has been in children. Many halting feet have been started on their way; and, in many, first steps have been laid on so sure a foundation that success has followed. One boy on his way to the kindergarten was asked where he was going, and he replied: "To kingdom come." Twelve hundred boys and girls can well look upon the kindergarten as the fulfilment of a prayer, and they with others will rise up and call its founder "blessed." The founder, a shepherd boy from Greece, was born one hundred years ago, and it is, therefore, appropriate that the observance of the semi-centennial of the kindergarten's founding should be merged with the centennial of its founder's birth. And this is being done at exercises to be held on Thursday at three o'clock in the beautiful Anagnos Close of the

Lower School at Watertown, to which all interested are invited to come.

MR. DICKERMAN: Thank you, Dr. Farrell. To return to the music, the Upper School Chorus of Perkins Institution will continue its program of music by singing Rubinstein's "Chorus of the Sons of Japhet."

. . . . .

The Upper School Chorus of Perkins under the direction of John F. Hartwell will sing "The Immortal" by Chadwick.

. . . . .

You have just listened to a short program presented by the Perkins Institution for the Blind given in commemoration of the Kindergarten's fiftieth anniversary. The speaker this afternoon was Dr. Gabriel Farrell, Director of the Perkins Institution, and the choral presentations were by the Upper School Chorus of Perkins under the direction of John F. Hartwell.

This is Station WEEI. in Boston.





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